

A
School-Master
TO
Mr. *Theophilus Metcalf's* BOOK
OF
SHORT-WRITING.

Explaining all the Rules
thereof, to the meanest capacity,
of such as find any difficulty in
learning by his Book alone.


Whereunto is added, divers Sym-
bolical Characters for many words,
and little charge to the memory.

Also, how five Sentences may be
written by one Mark.


With a Table containing the stories in the
Old and New Testament.

L O N D O N,

Printed, and are to be sold, by *John Hancock*,
at his Shop in *Bishopsgate* street over against
Gresham Colledge, next to the *White Lion*,
at great St. *Hellens* Gate, 1668.



To the Reader.

 **H**E sufficiency of this Art, in the plainness of the Rules, and variety of Examples, is not unknown to many hundreds, who have reaped benefit by the same, according to their expectation.

And although this last Edition be so perfect and plain in variety of excellent examples, for which cause I have been the briefer in the explaining of the same, in which there can be little difficulty; yet for the benefit of all such as hereafter may as well as at this present, some that are, and have been much disheartened, not knowing alone by the Book how to proceed in the right use of it, for their sakes, out of my earnest desire of all their benefit that stand in need of some further assistance, I have thought it my duty to discover all the difficulty that possibly can be doubtful, and so fully cleared the same, by way of

To the Reader.

*Dialogue betwixt Master and Schollar :
the which if duely observed by the mea-
nest and most weak capacity , speedily may
be attained in a delightful practice , to
their benefit and comfort , which is my
earnest desire.*

Vale.

In



In laudem Authoris.

Cæsar was prais'd for his dexterity
In feats of War and Martial Chivalry :
And no less famous art thou for thy skill,
In nimble turning of thy silver quill : (pace,
Which with the Preachers mouth holds equal
And swiftly glides along, until the race
Of his discourse be run, so that I think (Ink,
His words breath'd from his mouth are turn'd to
Let men take heed then what they do indite,
For thou dost picture all in black and white ;
That they do utter, if a Paradox
Slip out by chance, thou set'st it in the stocks.

T. T. Magister artium Cantab.
Col. Christ.

In laudem Operis.

Short, and sweet, what? both in one combin'd,
And link'd up, I doubt we scarcely find
Another Art, wherein these two do meet,
And with embracing arms each other greet:
Some Arts are sweet, and pleasant to the taste
Of Judgement, but their Fields lye waste,
Void of all precincts, who did ever win
Unto the hedge, where numbers are shut in:
But here's a Garden where often walk you may,
But wander up and down, or go astray
You cannot, for firmly it's inclos'd
With walls of Characters, by Art compos'd,
Within two daies a man may fully view,
All those fair Blooms and Buds that ever grew
In this Arts Orchard, where, if thou sow some seed
Of time, in time a fragrant flower will breed,
Which over all the house will cast a smell,
And cause rehears'd Divinity to relish well.
Reward him freely then that doth impart,
Unto thee for thy good, this worthy Art.

T. T.

CHAP.



CHAP. I.

Of the Use and Intent of this Art.

Which is, when once attained, easily retained in memory. The use is excellent divers waies :

1. For expedition of what you undertake.
2. For the secrecie of what you undertate, if your occasion requires the same.

Schol. **B**ut is there any possibility ever to attain this Art of *Short-writing* ? Methinks if it were possible, I would willingly spend sometime about the same.

Mast. For a possibility never so much as doubt of that. Are you willing to learn this Art of *Short-writing* ?

Schol. Willing Sir ? Yes, and with all my heart I would willingly be at some cost, and be thankful to him that would set me in a sure and certain way how to attain it.

Mast. Well said, I perceive you are by your expressions very willing to learn. Then tell me, have you lookt over the Book of this Art of *Radio Stenography* ?

Schol. Yes, I have lookt it over, and I perceive those strange kind of letters and marker words, to be very difficult to learn.

Maſt. Why? Wherein is it ſo difficult to you? you ſee every letter is explained by a letter; and every mark for a word, by common letters of the word.

Schol. Yes Sir, I ſee letters that I know well enough, but I know not what to make of thoſe other things.

Maſt. Well, I will ſhew you what courſe you ſhall take to know all thoſe things that ſeem thus difficult.

CHAP. II.

Of the Letters of the Alphabet.

Schol. **W**Hat is the firſt thing that I am then to obſerve, I pray you Sir, in this Art?

Maſt. The letters of your Alphabet placed in page the eighth.

Schol. But muſt not I learn all theſe letters at one time when I firſt ſet about the learning of them?

Maſt. No, by no means, but four or fix at a time is very well: For be ſure you learn them thoroughly as you go, for they are a foundation for half your work.

Schol. But which way muſt I begin to make the letters of the Alphabet?

Maſt. You muſt ever begin towards your left hand in all thoſe letters which are not ſtreight or ſlope ſtroaks, as your *m*, your *n*,
and

and your *r*. And in making any of the 24. letters, you must be sure you take not off your pen until you have made your letter perfectly. And be sure that you get these letters to perfect, that if any shall demand of you the proportion of them, all, or any one of them alone, you may be able to do it exactly, without looking on your Alphabet, before you proceed any further, as they are made page 8. of that Book.

CHAP. III.

Of double Consonants, and how to proceed in learning them, placed in page 8.

Schol. **H**OW must I proceed in the learning of these double letters which are here set down to begin and end words; must not I learn these as perfectly as the former?

Mast. Yea by all means; but they are all far sooner learn'd than your Alphabet, because they are the same with them, only they are here double, one letter being drawn from another.

Schol. But which way do you make these? for these seem more difficult to make, than the single letters.

Mast. In learning these double letters, you are to begin towards your left hand, as in your Alphabet, and be sure you do not re-
move

move your pen until you have perfected each double Letter also, which you may easily do, by four or five times writing over.

CHAP. IV.

Concerning the Vowels places, and their use, placed in Page 10. of that Book.

Schol. Since you have resolved me about the letters of the Alphabet, and double letters, my next desire is, that you would shew me these vowels places, and the use of them.

Mastr. The places of the vowels are answerable to the five vowels, which are, A, E, I, O, U, and without one of these, or more, no word either long or short, can be written.

Schol. Then must I express these vowels, or any one of them, wheresoever they come in any word, in the beginning, in the middle, or end of any word?

Mastr. No, by no means, unless they begin a word, and then that very vowel which begins your word, must be express'd, or when two vowels come together, that which chiefly sounds the word, must be express'd.

Schol. How shall I know the vowels places about so many several letters, some whereof being stops, and some freight?

Mastr.

Maſt. In *Page* the tenth, they are placed about all the difficultest letters of the Alphabet.

Schol. But methinks these are very troublesome to learn, and I cannot well discern what benefit I shall get by learning them when I have learned them.

Maſt. You speak well, the trouble in any difficulty is the less, when the benefit is known to answer the expectation. And the reason why the vowels are thus placed about any letter, is very considerable: for by placing your vowels in all words, as well in those that are words of two syllables, as in all long words, you are hereby taken off from that continual trouble of expressing any words at length.

Schol. Will you give me some few examples for my better information, concerning the use of vowels in some few words.

Maſt. Yea: therefore observe diligently these ensuing examples: to write *bait*, your *b* is thus (<) and your next letters are two vowels, *a* and *i*: now note that only one of these will sound your word, which is *a* and the place of *a* is just over the middle of this letter, in place of which write your *i* thus, *bait* (<) To write *back*, your *b* is thus (<) and though *ack* follow, yet in the *a* place *k* sounds your word *back*, thus (>) To write
lack,

lack, your *l* is thus (*u*) your *ack* is expressed by *k* alone *lack* thus (*o*) and so of all others, as in page 13.

Schol. I see if these vowels places be rightly understood, they are of great use both for expedition and easie reading, which are only to be sounded, rather than rightly spelled. But I am afraid this will spoil my other common writing, and I should be very loth it should do so.

Mastr. Why should you think so? I have heard of many that were of the same mind that you are of; but it is as impossible for this Art to be an enemy to the Art of good writing, as it is for any that are perfect in any one Art, and for delight and experience, set upon learning another: and having attained that also, will any conceive that he cannot make use of that which he last learnt, but he must needs deprive himself of the use of the first?

Schol. You speak fully, and I am convinc'd of this opinion, and conceive it ridiculous, because he that for expedition, outstripping those that go a common pace, at another time for his recreation, is not disabled to walk as slowly as any of his company. This Table of shortning words must be well observed, being very useful, Page 12.

Mastr. But I promised you to give you some examples of words, for your further encourage-



incouragement, concerning the use of vowels, and they follow, as in *Page 12*. To write *neighbour*, your *n* is thus (—) your vowel *e*, is even over the head of your *n*, in place of which write *br.* thus (—) *neighbour*. To write *narrow*, set down your *n*, as before, thus (—) your vowel which follows, is *a*, which is just over the middle of the letter, in place of which set down *r*, and at the foot of *r*, put a period in the place of *o*, thus (v.) *narrow*. Where two vowels come together, one must be exprest, and so of any other of this nature, according to your examples in *Page 12*.

CHAP. V.





Concerning Consonants and their use when two letters begin, as also when they end words.

Schol. **W**hen two Letters begin a word, where must the vowels be placed about those letters?

Mastr. You must alwaies place the vowels about the last letter, as in these examples, *Page 13*. *blame*, your *bl* is thus (<) your place of *a* over the head is to be observed over your letter *l* in the *a* place, put *m* (L) *blame*. To write *blot*, your *bl* is thus (<) in the place of *o* put *t* thus (<) *blot*. To write *flame*

flame, your *fl* is thus () over the letter *l*, joyn *m*, thus () flame. And so of all the rest, according to your examples in Page 13.


Schol. But when two Letters end a word, and a vowel comes in the middle of that word, must I exprest both those letters?

Mastr. Yes, alwaies when the word cannot be sounded except both be exprest, as in some it cannot, as for example to write *build*, make your *b* thus () in the place of *i* put *ld* thus () to write *blame* your *b* thus () your *lm* thus () *balme*.

Schol. But when one letter or more begins a word, and that word ends with a vowel; must that vowel be exprest?

Mastr. Yes, but not by the proportion of the vowel, but in the place of the Vowel put a period, which is as easie to read, and more speedy to make by far.

As in these examples, where note *i* and *y* are of equal sound.

Fly 
Sol |.

Woe 7.
Try h.

As in your Examples in Page the sixteenth.

CHAP. VI.

Of Abbreviation.

Schol. **H**Ave you not some farther rules yet more plain to abbreviate words that are longer than the former?

Maſt. You ſhall find that in ſome words you may leave out ſyllables & yet expreſs the words, as in p. 17. for *daughter*, *ſlaughter*, *laughter*; to write *daughter*, write your *d* thus (**D**) place your *tr* in the *a* place thus, (**5**) and to of the reſt, & the word is ſufficiently ſounded.

Schol. But what uſe do you make of a period within the circumference or middle of a word.

Maſt. It ſignifieth *for* whereſoever in ſuch letters it is placed, as in theſe few examples, and page 17.

Perſon	b	Seaſon	q
Reaſon	v	Treaſon	13

Schol. For what uſe are theſe periods, placed behind ſeveral words.

Maſt. The period behind ſignifies *s* which ſounds the plural number as in theſe examples, &c. page 17.

Debts	2	Nurſe	v
Elſe	u	Rites	w

Schol. But what shall I do to place two vowels when they come together in a word and must be both exprest.

Maſt. Expreſſe the fiſt vowel in his proper place by a Period, and the other by the letter which follows the Vowel in the place of it, as in theſe few examples, &c. in page 17.

Fewel L^{v}

Poet e^{v}

Fewer L^{v}

Lyon O^{e}

Schol. Some words that end with *ſie* me thinks are very tedious to expreſſe unleſſe you can give me ſome rule to abridge that ſounding.

Maſt. If you place a full period againſt the middle of theſe letters that begin all words of that nature, you will find it very ſpeedy and eaſie, as in page 19. &c.

Damnific z^{v}

Magnific z^{v}

Edific

E^{v} Pacific f^{v}

Schol. You have clearly reſolved me in theſe, but there is ſome words more of the like nature, can you give ſuch plain helps for them alſo?

Maſt.

Mast. That is my desire, therefore explain your mind.

Schol. Words that end with *ize* prove tedious to me.

Mast. Place but a period as before against the middle of the last letter that ends before the *ize* is exprest, and that period will sound the word, as in these examples, &c. Page 19.

Active π Motive \vee .

Captive γ Native \angle .

Schol. How when a word ends with *est*?

Mast. In the place of *e* write *st* as in the example, page 19.

CHAP. VII.

Of Prepositions and Terminations.

Schol. **Y**OU have fully resolved me hitherto but now for what intent do you begin this new rule in page the 20. called Prepositions and Terminations?

Mast. My drift is to furnish you with those rules that are most expeditious for long words as well as for short, and the chief use of these are for that purpose.

Schol. Is there a necessity of learning these as perfect as the Alphabet?

Mast. By all means, because they are something more difficult to remember than

the former, but when you have learned these Prepositions and Terminations placed in page 20. your chief difficulty is over.

Schol. Is this rule intire, or doth it depend up on the former?

Mastr. This rule of marks for words hath little dependance upon the former rule, being more speedy than the former, and is only for expedition, and having learned these perfectly, you are to proceed to the joyning of words drawn out of these Prepositions and Terminations.

Schol. What directions must I observe in the drawing one letter from another, when one or more follows the first?

Mastr. Joyn that letter or letters where you took off your pen from the former Preposition without removing your pen.

Schol. When a vowel follows these to make up the Word, what must I do then?

Mastr. Then write your letter or letters in the place of the vowel, as in the example page 24.

Schol. There are many Characters that have resemblance with others mentioned page 21. how shall I distinguish them?

Mastr. Easily, because whensoever any of them stand alone without any other Character, they are whole words, but when they are joyned with any other, they are but a part, as in *pa. 23. line 6, 7, 8.*

Schol.

Schol. Will you give me some further direction how to place the vowels and consonants about these Prepositions and Terminations in some examples.

Maſt. Are you perfect in all your Prepositions and Terminations that wheresoever you see them placed you can know them.

Schol. I have tryed them from the first to the last.

Maſt. Then to write *abſtain*, make your Preposition for *ab* thus, (†) the next letters following are *ſt* which joyn to *ab* thus (†) and then in the place of *a* write *r* (†-) *abſtain*. To write *aſſirm*, ſet down your *aſſ* thus (e) then place your double letter *rm* in the place of *aſſ* thus (e-r) *aſſirm*, and ſo of all the reſt as in page 24. and 25. and in the large Table of examples in pages 27, and 28.

CHAP. VIII.

Of Prepositions that ſometime end words, as well as they begin words, and of Terminations that ſometime begin words as well as end.

Schol. **M**Ethinks this ſeems difficult ſince theſe Prepositions and Terminations are ſo uncertain?

Maſt. By this it appears you are not yet perfect enough in your Prepositions and Terminations.

Schol. Why?

Mast. Because if you were, you would know them wheresoever you see them placed, whither they stand before or after, and therefore diligently observe your examples in page 29. chap. 8.

CHAP. IX.

Examples of adding the Prepositions to the former Terminations, by which any word is to be made out of them.

Schol. **H**ow shall I do this?

Mast. By your examples of long words in p. 29. beginning after your directions in chap. 9. which observe very diligently.

CHAP. X.

Of the Rules of abbreviation of the former Examples.

Schol. **O**F what use are these abbreviations in chap. 10?

Mast. They are very useful and easie, to perfect you in your expedition, being most frequent in every Sermon, and therefore be very diligent in observing the rule observed, in the placing of the Characters, in page the 30.

CHAP.

CHAP. XI.

Of usuall hard names in Scripture.

Schol. **B**ut is there any need to learn these perfectly?

Mast. By all means, for they are no trouble at all, being drawn from the rules that you have already learned, and at the first sight you may presently perceive them; they are most frequent of use in every Sermon you shall hear, they are in pa. 31. and also the names of the books in pa. 32. drawn from the letters of the Alphabet and no charge to memory at all.

CHAP. XII.

Of the several points used to distinguish in reading.

Schol. **H**ow many are needful.

Mast. Five, 1 Interrogative Point, 2 your Parenthesis, 3 for the end of a perfect sentence, 4 to end a verse, 5 for a phrase; described properly in p. 33. chap. 13.

CHAP. XIII.

Of the Table.

Schol. **T**his Table is very large, must I learn it all? There is no necessity of learning it?

Maſt. Yes, the Table is of ſpecial uſe being compoſed of the moſt uſeful words frequent in every Sermon, which will be worthy your pains to learn them the perfecter for that occaſion, you having learnt the rules, theſe are very eaſie in page 34, 35, 36, 37.

CHAP. XIV.

Of joyning 3 or 4 words together.

Schol. **I** Would fain be a little inſtructed in this, it is very expeditious.

Maſt. But be ſure you be very exact in your former rules before you practice this, for it is moſt uſeful for thoſe that are perfected in this Art, your examples are in page 38.

CHAP. XV.

Of the abbreviation of ſentences.

Schol. **L**et me underſtand the benefit of theſe.

Maſt. It is that I have hitherto endeavour'd and therefore diligently obſerve your direction beginning in page 38. and ended in page 39.

This rule is moſt expeditious, therefore to further thy ſelf, being perfect in the rule and ſuch ſentences as theſe, as thou ſhalt find moſt uſeful for thy imployment.

For

For the compleating of what I have here undertaken, although my work was formerly perfect, yet I have added in this book, more then is mentioned, several pages of long words and sentences, frequently used in Sermons, which are written by a Symbolical Character, very easie for the memory, by which examples the ingenious Learner may contrive more, if he think good, some of them are the letters of the Alphabet, and the rest are Symbolical Significants, that is, such as have a resemblance in the form of them, as a Moon for Moon, and a Sun for Sun, a Crosse for Money, to learn which, there needs no pains to be taken.

The

The Symbolical Chivalry.

Memorandum

Transubstantiation.

Sermon.

Ceremony.

Zion.

The Sun.

The Moon.

Money.

Compass.

The Old Testament.

The New Testament.

The Lords Table.

The Sacrament of the Lords Supper.

The beginning of the world.

The end of the world.

The whole world.

The Crosses of the world.

All over the world.

Through the world.

Without God in the world.

From one end of the world to the other.

There is nothing in the world.

The wickedness of the world.

The last of the world.

This is not all.

The Symbolical Characters.

∟

Angel.

∟

The mighty Angel.

∟

The Angels that fell.

∟

Allmighty.

∟

He is above all.

H

Both together.

∟

Babylon is fallen.

+

Christ Jesus.

+

Jesus Christ.

+

In Christ.

×

Out of Christ.

×

The Crosse of Christ.

+

Out of the Congregation.

△

In the Congregation.

△

Uneven or Unequal.

≡

Hand in hand.

h h

Last of all.

∴

Beth high and low, rich and poor.

∴

From east to west, from north to south.

∴

Innumerable.

∴

In the midst.

∴

From the beginning to the end.

∴

From the top to bottom.

∴

Far above all.

∴

Compassed about.

⊙

The Symbolical Characters.

A great High Priest.

Jesus Christ our great High Priest.

Repent or Repentance.

This is no true Repentance.

Neither Circumcision nor uncircumcision
availeth any thing.

There is no condemnation to them that are in
Christ Jesus.

Christ sits at the right hand of God.

Danger or Dreadful.

Your adversary the Devil.

The Devil can turn to an Angel of Light.

The Devils fear and tremble.

God is above the Devil.

To lead Captivity captive.

Three bear record in Heaven.

Three bear witness on Earth.

Thus saith the Lord.

Thus saith the Prophet.

Thus saith the Apostle.

Wherefore saith the Lord.

The Judgement of God.

The Judgement of Christ.

The Law of God.

The Fear of God.

The Love of Christ.

Here followeth severall Sentences
commonly used in the beginning
and Application of Sermons, all
written with this one mark
(▷) turned divers wayes.



Having declared to you the sence and
meaning of the Apostle in these words, I
will now proceed to the Doctrine, which
may thence be gathered for our Instructi-
on.



And thus much shall suffice to have
spoken concerning the occasion of these
words of the Prophet, or of the Apostle,
or our Saviour.



Let us now make Application of this
Doctrine to our selves, and see how nearly
it concerneth us.



And here although it be not insident
to my Text, yet it shall not be unprofitable
to consider by the way, &c.



But now to return where we left, let us
take notice, &c.

That

THat nothing may be wanting to make the willing Learner very perfect and exact in this Art, I have here added a Brief Table of the most remarkable Histories of the Old and New-Testament, That when the Practitioner hath once attained to understand and write this hand, let him write the Characters to all these short stories upon this Book, according as I have done the first Page for an Example, and this will make him expert, especially if he strive not so much to write fast, as to be careful to write it true, according to the rules of the Book, and then it will easily be read, and swiftnesse will undoubtedly follow after.

And this further benefit and advantage thou wilt gain by this course, to make thee more fully acquainted with the Scriptures, the places being quoted, may be read more at large at thy leisure.



The Stories of the New Testament.

John Baptists birth and
Circumcision, *Luke 1.*

Christs birth and circum-
cision, *Luke 2.*

Of the 3 Wise men that
were led by a Star.

Mary fleeth with her
Child to *Ægypt.*

Herods cruelty upon the
Infants.

Christ baptized in *Jordan.*

Christs temptation in the
Wilderness, *Mat. 3.*

Christs Election of his
Apostles, *Luke 6.*

How Christ raised the
Widows Son, *Luke 7.*

How Christ turned water
into Wine.

Christ and the woman of
Samaria, *John 4.*

The Centurians servant
healed.

How Christ stilled the
Sea and wind, *Matth. 8.*

How

How Christ sent the Devils into the Swine.

He that was sick 38 years was healed, *John 5.*

The woman with the bloody Issue healed, *Mat.*

9.

Of the woman taken in adultery, *John 8.*

Of him that was born blind, *John 9.*

Lazarus was raised, *Jo. 11.*

The Parable of the Sower.

The beheading of *John Baptist* *Matth. 14.*

The Miracle of 5 loaves and 2 fishes.

Christ walked upon the Sea.

The Miracle of seven leaves.

Christ and the woman of *Canaan*, *Matth. 15.*

Christs transfiguration ; *Matth. 17.*

The *Samaritan* and the wounded man, *Lu. 10.*

The hired Labourers of the Vineyard, *Matth. 20.*

The woman with the

spirit of infirmity, *Lu.* 13.

The Parable of the great Supper, *Luke* 14.

The lost Sheep and Prodigal Son, *Luke* 15.

The unjust Steward, *Luke* 16.

The rich glutton and *Lazarus*, *Luke* 16.

The ten Leppers, *Luke* 17.

The unjust Judge and the Widow, *Lu.* 18.

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Thus having furnished thee with many
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D*Yalling* originally is a *Mathematical Science*, attained by the Philosophical contemplation of the motion of the Sun, the motion of the Shadow, the Constitution of the Sphere, the Situation of Planes, and the consideration of Lines.

Explanation.

THE motion of the Sun is regular, it moving equal Space in equal Time; But the motion of the Shadow irregular in all parts of the Earth, unless under the two Poles, and that more or less according to the Constitution of the *Sphere* and situation of the *Plane*. And therefore Scientifick Dyalists by the Geometrick considerations of Lines, have found out Rules to mark out the irregular motion of the *Shadow* in all *Latitudes*, and on all *Planes*, to comply with the regular motion of the Sun. And these Rules of adjusting the motion of the Shadow to the motion of the Sun, may be called *Scientifick Dyalling*.